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ABSTRACT

Comparing program objectives with program outcomes, 4 program components targeted at 1,100 American Indian students in 9 school districts in Pierce County, Washington were evaluated. Program objectives operationalized by an 11-member staff including 9 specialists and 1 coordinator were to develop: (1) basic skills via tutoring services for students identified by testing as needing remedial classes; (2) cultural knowledge via the collection and/or publication of tribal bibliographies, books, films, records, legends, tribal artifacts, etc.; (3) career counseling by surveying Indian students' interests and then distributing the results to guidance counselors in the high schools; (4) court liaison activities to provide linkage between the Pierce County Juvenile Court and the Indian home. Program evaluation indicated: substantial (academic improvement by 1/10 of 1 grade for every 20 days) improvement in the basic skills component, though it was suggested that standardization of the assessment instruments across districts would further analysis; general success in providing a variety of cultural experiences to the majority of students in the target group, though two districts received very few services; little tangible evidence of success in the career counseling component, but there appeared to be a high level of activity in this component which may eventuate in more successful post-high school experiences; the Coordinator and the specialists were actively involved in court liaison activities but that these services would be terminated due to time and legal issues. (JC)

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PIERCE COUNTY INDIAN EDUCATION PROGRAM
EDUCATIONAL SERVICE DISTRICT #121
TACOMA, WASHINGTON

1976-77

Final Evaluation Report

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PREFACE

The purpose of the present document is to summarize the activities and outcomes of the 1976-77 Pierce County Indian Education Program administered by the Educational Service District #121 in Tacoma, Washington. The report is based, in part, upon the degree to which the Program has successfully accomplished the objectives initially established by Program parents, staff and school district representatives.

For purposes of evaluation, the Program has been organized into three major components--management, instructional processes and student outcomes. Furthermore, the administrative framework of the Program has been structured in a manner which provides for the relatively autonomous operation of the Program's activities within the three largest school districts (Franklin-Pierce, Clover Park, and Puyallup), while more direct coordinative services are provided to the smaller school districts (Bethel, Fife, White River, Sumner, University Place, and Peninsula) by the ESD staff. Within each of these components, performance objectives have been delineated. These performance objectives specify either the process (activities) to be accomplished by the Program during the 1976-77 school year, or the impact these activities are expected to have upon the skills and/or attitudes of Indian children within the service area. The Program objectives have been delineated in the Program Evaluation Plan (NWREL, November 1976).

The present report is based upon a review of the documentation provided by the Program staff and interviews with the Program Coordinator on June 8, 1977. As third-party evaluators, we extend our appreciation to the Program and district staff for their efforts in maintaining thorough and useful records of activities and student results. All documentation has been returned to the ESD office.

Steve Nelson
Robey Clark
June 29, 1977

TABLE OF CONTENTS

		Page
	Preface	ii
I.	PROGRAM DESCRIPTION	1
II.	DESCRIPTION OF THE TARGET POPULATION	10
III.	PROGRAM OUTCOMES	14
	A. Basic Skills Tutoring	15
	B. Cultural Awareness	23
	C. Career/Education Counseling	28
	D. Court Liaison	34
V.	CONCLUSIONS	44
	APPENDICES	47

I

PROGRAM DESCRIPTION*

The Indian Education Program, applied for by the Educational Service District No. 121, under the Indian Educational Act, is administered by the ESD #121, the Parent Committee, and the nine cooperating school districts. The services provided under this Program are designed to meet the special educational needs of the 1,200 Indian students. The Program has completed it third year of administration through the ESD.

Based upon public hearings and parent surveys, four priority areas were established for the Program in the 1976-77 year. These four areas are (1) improved performance in the basic skills areas, (2) enhancement of the student's cultural knowledge, (3) assistance in career planning, and (4) assistance in court liaison and counseling. Each of these need areas and the Program's plan of action are discussed below:

A. Basic Skills

A large number of school-age Indian children are having trouble with their academic subjects and are in dire need of remedial help in the form of tutoring and attending remedial classes. Most of these students lack the basic skills needed to successfully do the required work in order to complete the grade level. There is approximately 27% of the 1,200 students who need tutorial aid.

The major thrust of this component of the project is to provide tutoring services to those students who need help as evidenced

*Taken, in part, from the 1976-77 Program Application, Educational Service District #111

by being selected for remedial classes and those students who have been identified by their classroom teachers as needing tutoring services. Daily records are kept on each child receiving tutoring services. The tutor, student, teacher and/or parent signs the daily record form indicating that the child received the tutoring services.

When feasible, as dependent upon the number of students in the school needing tutoring services, tutoring sessions are arranged.

Each child is expected to improve their academic performance in reading, math, and language arts by 1/10 of one grade level for every twenty days (one month) of personalized instruction as measured by the appropriate tests used in the local school district. The Indian resource specialist makes arrangements to have the certified teachers, building counselors, or the certified testing personnel administer a pretest to each individual child at the beginning of the school term and also has them administer a posttest during the last two weeks in April so as to enable the Project Director to adequately assess the child's academic performance and growth during the school term.

To insure that all Indian students who are in need of remedial and/or tutoring services are receiving them, the project staff keep an updated survey and list of students who are enrolled in such programs within each building providing the district offers such programs.

The concentrated effort of this aspect of the project is to identify those Indian children who need tutoring and remedial help but are not getting them because the school district does not provide these services to students within the schools. It is the major objectives of the project staff to provide these identified Indian students with tutoring services and the opportunity to improve upon their basic reading, math, and language arts skills.

B. Cultural Knowledge

The second assessed need has been a critical need for Indian students to be provided with an opportunity to learn and acquire knowledge of their Indian culture.

It has been previously pointed out that there are a great number of different tribes located in Pierce County, and there is an urgent need to provide the children of these tribes with an essential resource center where a concentrated collection of materials can be compiled for distribution and use in the various schools in the nine participating districts.

The staff planned to compile a bibliography on each tribe by writing to each tribal council headquarters, to all of the college and university libraries within the various states each tribe comes from, to all museums in the states from which each tribe comes, and to all the historical societies in the states from which each tribe comes, requesting a list of books and/or a bibliography on each individual tribe. All of these lists and bibliographies were to be compiled into one for each tribe and will be distributed to each school within the nine participating districts. The project staff were to attempt to

acquire at least twenty-five books, films, and five records published on each tribe to be compiled, collected and placed in the central resource center. A list of the materials collected on each tribe will be compiled and distributed to each school.

An attempt will be made to collect a tribal history that each tribal council may have compiled of its respective tribe. When collected, these tribal histories will be duplicated, bound together and distributed to each school.

An attempt will be made by the staff to collect fifteen artifacts from each tribe to be placed in the central resource center for schools to borrow and use. Detailed information and history on the artifacts will be written so that school staff personnel will have instructional information readily available for use with the students.

At least two legends from each tribe will be gathered, typed, duplicated, found and will be made readily available for classroom use.

An attempt will be made to collect fifteen items of information on fifteen cultures. This information will be gathered, typed, duplicated, found and be made available for classroom use.

C. Career Counseling

Career placement services and career counseling services has been assessed as another area of great need for the Indian high school students living in the Pierce County area.

The project staff will take a survey to determine what careers and professions the Indian high school students are interested in.

Once the survey results are compiled, a list was to be drawn up and distributed to district and/or building guidance counselors so that they may make arrangements to provide the Indian students with the necessary information and first-hand experiences needed to gain experience and knowledge from which to make judgements and decisions concerning possible future careers and/or professions.

D. Court Liaison

There is a need for students to have a court liaison/home visitor counselor program. There is a large number of students who have had repeated encounters with the law, for various reasons. These Indian children and their parents are unable to speak for themselves when they appear in court.

A capable, dedicated and concerned staff member is needed to help Indian youth in the Pierce County Juvenile Court. Their time would be equally divided between court liaison functions and home visits. It is important that information obtained on Indian students be as correct and complete as possible.

Such a staff person to work as a court liaison person would definitely help the Indian student's relationship and dealings with the courts, his family, the school and other social service agencies in the County. This person would work in cooperation and with the assistance of the Educational Service District No. 121.

The primary objective of this component of the project is to improve the counseling for current and potential juvenile delinquents and to prove a follow-up process which would provide school personnel and parents with the pertinent information and facts about the potential and current offender and his offense.

It was expected that this project person will see that the Indian juvenile offenders will receive fair judgment in the courtroom. The court liaison person will work with the schools, families, and other agencies in their counseling efforts to forestall and/or prevent the child's experiencing the courtroom feeling of prosecution. This liaison person would also provide the follow-up by constant contacts with the child, the probation officer, school personnel, and families after the judicial process for the juvenile has been completed.

A court liaison person is critically needed for Indian students. It has been documented that there are approximately 10,041 students in the Tacoma and Pierce County area, with only twenty-three probation officers to handle all of the cases in Pierce County--three in intake, five in delinquency, and ten in subsidy and five in dependency. The probation officers spend at least twenty hours per case gathering needed information. They are able to spend little of their time working with the school personnel.

It has been felt and communicated by the Indian community that their children are being left out when receiving court liaison services, and there is a need to find a person who is understanding, knowledgeable, dedicated and committed to assisting Indian students in this area.

E. Organization

The Program has been organized into two major units. The first unit consists of the three largest participating school districts--Franklin Pierce, Clover Park and Puyallup. These three districts are expected to set specific objectives and provide services directly through their administrative offices. A coordinative function in the areas of planning, finance and evaluation is carried out by the ESD, along with the court liaison role provided by the Program Coordinator.

The second unit consists of the six smaller participating school districts--Bethel, Fife, White River, Sumner, University Place and Peninsula. These districts will be directly served by the ESD program staff and will share common Program objectives.

F. Program Staff

The Program staff consisted of 11 members whose activities are summarized below:

Name	Title	Rate of Employment	District(s) Served	Primary Activities
Celia Thomas	Project Coordinator	1 FTE	all districts	Primarily responsible for coordinating and monitoring service provided within all districts. In addition, 10% of time spent on court liaison activities.
Kathy Lamebull	Secretary	1 FTE	Program office	Functioned as program secretary
Raleigh Irvin	Specialist	1 FTE	Fife, University Place, Peninsula	Primarily provided tutoring services, but also scheduled and coordinated cultural awareness and career counseling activities.
Myrna Godwin	Specialist	1 FTE	Bethel, Sumner	Primarily did home visitation and individual student counseling in areas of health, truancy, juvenile delinquency. In addition, approximately 5% of time spent in tutoring activities.
Rachael Loyd	Specialist	1 FTE	Bethel, Sumner, White River	Specialist is a certified teacher. Primarily provided individual tutoring services.
Winona Jamison	Specialist	1 FTE	Small districts	Cultural specialist (sponsored through CETA). Primarily worked developing cultural materials and presentations. Additionally, made cultural presentations to any small district upon request.
Kit McPherson	Specialist	1 FTE	Franklin-Pierce	Specialist is a certified teacher. Responsible for tutoring, cultural awareness and counseling activities for Franklin-Pierce.
Virginia Bill	Specialist	1 FTE	Clover Park	Responsibility for all cultural awareness, career counseling, and social health activities within Clover Park
Darlene Salyers	Specialist	1 FTE	Clover Park	

-continued-

Name	Title	Rate of Employment	District(s) Served	Primary Activities
Linnell Rantapaa	Specialist	.5 FTE	Puyallup	Primarily provides tutoring services to junior and senior Indian students within district. Additionally provides or coordinates some career awareness activities.
Cindy Andy	Specialist	1 FTE	Puyallup	Primarily responsible for the development of cultural awareness materials and activities for the district. In addition, makes home visits and counsels individual Indian students on personal career and educational concerns.

II

TARGET POPULATION*

The project is located in the non-metropolitan area of Pierce County, Washington, which is located in the Puget Sound region of northwestern Washington. The project includes all of the eligible school districts in Educational Service District No. 121 with the exception of Tacoma, the largest city, and King County. The project, and project staff, will serve a concentration of school districts in cooperation with and assistance from the office of the superintendent of Educational Service District No. 121. A list of the nine school districts that participated in the project is as follows:

District	No.	Schools	Students	Total School District Enrollment
Puyallup	3	21	216	11,336
University Place	83	6	23	4,362
Sumner	320	6	84	3,972
Clover Park	400	28	275	14,617
Peninsula	401	8	20	3,803
Franklin Pierce	402	13	180	7,518
Bethel	403	9	133	6,652
White River	416	4	42	1,699
Fife	417	4	80	2,028

Within the nine school districts and the ninety-nine schools involved, there are approximately 1,100 Indian students. A total student enrollment is 55,987 for these districts.

*Taken, in part, from the 1976-77 Program application, Educational Service District No. 111

A survey of student Tribal affiliations by Indian staff employed under Part A, Title IV of the Indian Elementary and Secondary School Assistance Act, reveals the following Tribal affiliation breakdown.

Major Tribal Affiliations

Cherokee	Puyallup	Alaskan Native
Canadian	Blackfeet	Sioux
Yakima		

Other Tribal Affiliations

Apache	Cree	Shawnee
Chickasaw	Nootka	Iroquois
Choctaw	Chehalis	Yurok
Steilacoom	Oneida	Nisqually
Mohawk	Hoopa	Skokomish
Winnebago	Pawnee	Shoshone
Nez Perce	Colville	Gros Ventre
Nooksack	Coeur d'Alene	Swinomish
Crow	Seneca Nation	Tulalip
Chippewa	Duwamish	Quinault
Squaxin Island	Cheyenne	Makah
Quillayute	Clallum	Potawatomi
Cowlitz	Seminole	Kootenai
Navajo	Snoqualmie	Osage
Commanche	Kickapoo	Muckelshoot

Various Indian families and tribes have historically been present in the area, before the coming of the non-Indian. In about 1940, an influx of the Indian people from all the tribes began to move into the area seeking employment and a chance to further their employment opportunities and to update their skills by attending trade schools, vocational schools, community colleges and other institutions of higher education. Within the last two or three decades, Indian families have moved into the area through the Bureau of Indian Affairs relocation program; to serve in the armed services of Fort Lewis, Washington; employment in the civil service; to work at the

migrant farms in the surrounding area; to work in the fishing industries; and to work as loggers in the surrounding area. Although employment has been the prime factor for Indians moving into the city, as many as 76% remain unemployed today.

The living conditions of the great majority of the Indian families with children are poor and below standard. Many of the families are living in small homes and attempt to eke out a living on an income that is far below the national average. Many families are without finances to provide enough money to pay for their utility bills and rent, or any educational games, toys or other educational resource materials.

Many of the families are faced with financial hardships that make it difficult to provide their children with the basics needed to live. These financial hardships consist of: inadequate clothing, large utility bills, low welfare payments, unemployment, providing for large families, lack of food, and lack of transportation.

There are 1100 Indian students attending schools of the nine districts to be served by the project. The dropout rate of Indian children in these nine districts is 7%. A survey by the current Part A, Title IV staff reflects that there are approximately 84 out of school at present. The vast majority of these students are sitting at home idle and are supported by the meager income provided by their parents. Some students are attempting to provide for their own livelihood by engaging in seasonal farm work at migrant farm jobs, performing odd jobs, doing some fishing, babysitting, or working on Neighborhood Youth Corps jobs. Many are getting involved in shoplifting, fighting, taking drugs, burglarizing, and being suspected of

pushing drugs. Students who have dropped out of school have done so for the following reasons: trouble with the law, family problems, divorces in the families, laziness, drugs, bad conduct in school, peer and parent pressures to quit, lack of clothing, lack of being skilled, possessing a poor self-image, unable to relate to teachers or classes, failing in classes, prejudice in school, and lack of reading ability. "The school dropout" recreation activities consist of such things as: hanging out in the Tacoma Shopping Mall, babysitting, attending Indian basketball games, attending pow wows, watching TV, drinking, and playing pool and pinball machines. The greater majority of Indian families in the Tacoma and Pierce County area cannot afford to buy their children decent meals, let alone provide them with spending money for recreation material. The few families that can afford some recreational activities see to it that their children occasionally participate, but most of the families are too poor to afford to pay for just these recreational activities.

Many school-age Indian children often are involved with encounters with the law for such things as: drunken driving, being out after curfew, fighting, breaking and entering business places, drugs, vandalizing the schools, shoplifting, poor school attendance and running away from home.

Many school-age Indian children find themselves in financially embarrassing situations in the schools. Many of them do not have adequate school supplies, meal tickets, special clothing for special school events, no money for driver education courses, lack of finances to purchase gym shoes and other physical education equipment, inability to buy graduation pictures and cards, and are unable to purchase tickets for school-sponsored social events and related activities.

III

PROGRAM OUTCOMES

Within the present section, the results of the evaluation are reported for each of the four major Program services--basic skills tutoring, cultural awareness, career/education counseling, and court liaison. In addition, the Program's management efforts are discussed. In each subsection, four major topics are addressed:

1. An introductory statement, which describes the districts involved in the instructional component, their objectives and the general procedures which they utilized in providing the service.
2. The status of the key process objectives, which summarizes the Program's degree of accomplishment of the activities required for the systematic delivery of the services.
3. The observed outcomes of the Program, which discusses the available evidence of changes in student skills or attitudes resulting from the Program's services.
4. A summary statement, which includes recommendations for future Program direction.

A. Basic Skills Tutoring

1. Introduction: The tutoring component remains as a major emphasis and high priority of the Program. Services are designed to provide tutoring to students in addition to other remedial efforts at the local districts. For example, in Clover Park where tutorial services are provided through other local programs, this component was not included. Although tutoring services primarily focus upon the basic skills of reading and mathematics, in some instances students are assisted in coursework completion, study skills and confidence building. The overall goal of the Program was to improve the basic skills of selected students. In addition to Clover Park, University Place did not directly participate in tutoring services.

2. Status of Key Process Objectives: Seven objectives were identified which represented key activities in the tutorial process. The level of attainment for these objectives are summarized below:

Objective	Status	Discussion
. At the beginning of the school year, project specialists will solicit referrals from teachers and/or parents.	Attained	The Coordinator provided letters documenting the Program's solicitation of referrals from parents and school buildings. A referral form was used by teachers to refer students to the staff.
. The specialist, in conjunction with the classroom teacher, will complete a tutoring referral form for each student and will develop an individualized tutoring plan.	Partially Attained	A total of 123 students received tutoring services from the Program during the year. Of these, there were referral forms available for 88 (72%) of the cases. Referral forms were not available for Peninsula.

Objective	Status	Discussion
. The specialists will pretest each student or secure pretest data in the identified need area.	Partially Attained	Of the 123 students tutored, pretest data were available for 91 students (74%).
. By the conclusion of the year, the small district programs will have tutored at least 75 students.	Partially Attained	The records indicate that 74 students in the small districts received tutorial assistance.
. The specialist will posttest each student or secure posttest data in the identified need area.	Partially Attained	Of the 123 students tutored, posttest data was available for 85 students (69%).
. The classroom teachers in conference with the tutor, will complete the outcome portion of the tutoring form for each student.	Partially Attained	As previously mentioned, there were tutoring referral forms submitted for 88 of the 123 students receiving tutoring services. Of these, 82 outcome forms were completed by teachers.
. In at least 75% of the cases, the classroom teacher will cite evidence (subjective or objective) of improved performance.	Partially Attained	Of the 82 tutoring forms completed by teachers, improved performance was reported in 77 (94%) cases. Teachers cited things such as improved self confidence, better quality of work, higher interest and better attendance as evidence of improved performance. Five teachers reported no improvement resulting for tutoring and 3 were non-committed. The data summarized by district is reported on page 17.

3. Student Outcomes: Three strands of evidence are available relating to the improvement of student performance resulting from the tutoring program. The first two strands represent objective evidence, while the third strand relates to the subjective observations of the teachers. In all instances, the evaluators looked for evidence of improved performance in the basic skills by the children tutored.

a. Objective Evidence of Raw Gains in Performance. Pre and posttest scores were available for 80 (65%) of the students tutored. A wide variety of standardized tests were used by the districts in assessing basic skills. The USOE Title I Evaluation Manual indicates that at least

two-thirds of a Program's participants should have both pre and posttest scores. Thus, the Program minimally met this criterion.

The first indication of improved student performance is the extent to which student's scores improved from the pre-to-post assessments. However, a raw score gain does not necessarily reflect an improvement in performance commensurate with that child's grade level. It does suggest that learning took place in the regular and/or tutoring programs.

The proportions of children demonstrating such gains are summarized below:

Raw Score Gains of Tutored Students

District	No. of Children with Pre and Posttests	Number of Children Demonstrating Gains	Percent of Children Demonstrating Gains
Fife	17	17	100%
Bethel	16	11	69%
White River	13	12	92%
Sumner	12	8	67%
Franklin-Pierce	8	7	88%
Puyallup	14	14	100%
TOTAL	80	69	86%

A binomial test of the proportions of students demonstrating raw score gains in one or more of the areas assessed indicates that the 86% success rate is significant beyond the .001 level of probability. Thus, the evidence suggests that a significant proportion of the students acquired skills during the year as measured by various standardized achievement tests.

b. Objective Evidence of Accerlerated Performance. It was previously cautioned that raw score gains do not necessarily reflect on improvement in performance commensurate with the child's grade level standing. The second strand of evidence looks for changes in student performance beyond his or her original rate of skill growth. If changes in the rate are observed, then there is an indication that the Program has improved the basic skills of the student beyond the normal growth which occurs in the regular classroom for the average students.

The proportions of children demonstrating such gains are summarized below:

Acceleration of Performance in Tutored Students

District	No. Children With Pre and Posttests	No. Children Improving Rate of Growth	Percent of Children Improving Rate of Growth
Fife	17	9	53%
Bethel	16	8	50%
White River	13	9	69%
Sumner	12	7	58%
Franklin-Pierce	8	5	63%
Puyallup	14	10	71%
TOTAL	80	48	60%

A binomial test of the proportions of students demonstrating accelerated cognitive growth rates in one or more areas assessed by the achievement tests indicates that the 60% success rate is significant beyond the .05 level of probability. Thus, the evidence suggests that in more than half of the cases available, the rate of growth of the students increased substantially. A final note of caution: Although this evidence supports the Program's tutoring services, it does not imply that students who have received such

services are now able to perform at their respective grade levels. In some instances, students were able to perform at or beyond their grade level expectation. In many cases, the dramatic gains of students still left them well behind their peers. At least there is evidence that this gap may be narrowing.

c. Teacher Judgements of Student Performance. Individualized action plans were cooperatively developed by the specialists and the classroom teachers in 72% of the cases (88 students). These prescriptive plans identified the specific skill deficiencies noted by the teacher and the activities to be utilized in remediating these skill deficiencies. In our opinion, teacher judgements may well be a more valid indication of student progress than standardized achievement tests.

In the 88 instances where action plans were initially developed, teachers conducted a follow-up evaluation of the students in 82 instances. Of the 82 cases, improved performance was noted in 77 instances 94%). These results are summarized below by district:

Teacher Judgements of Adequate Skill Performance of Tutored Students

District	No. Students Rated By Teacher	No. Students Rated as Satisfactory	Percent of Students Rated as Satisfactory
Fife	14	13	93%
Bethel	18	17	94%
Franklin-Pierce	13	12	92%
Puyallup	14	13	93%
Sumner	12	12	100%
White River	11	10	91%
TOTAL	82	77	94%

When the binomial test was administered to these date, the findings indicated that these results could only remotely occur by chance ($p < .001$). Again, this evidence further supports the Program's impact upon student classroom performance.

A final look at these outcome data may be taken by comparing the hours of student service to the success experienced by the students in acquiring basic skills. The proportion of students experiencing accelerated performance was compared to the number of hours of tutoring services received. When these two factors are taken into consideration, we found that there was a highly significant difference ($p < .001$) between the hours spent with successful students than with unsuccessful students. This outcome would be expected, since a greater intensity of service should result in added benefits. More importantly, the results suggest that the Program should continue to focus their efforts upon tutoring services and, where possible, further intensify the amount of services individual students receive.

The average number of hours tutored per student is summarized below:

District	Total No. Students Tutored	Average No. of Hours
Fife	24	8.48
Bethel	20	8.50
White River	13	12.65
Sumner	16	18.16
Franklin-Pierce	13	25.00
Peninsula	1	2.00
Puyallup	36	7.53
TOTAL	123	11.60

In summing up this evidence, we must look at the specific outcome objectives set by the districts. The results are discussed below:

District	Objective	Status	Discussion
Small districts	Seventy-five percent of the students tutored will improve their rate of achievement.	Partially attained	Evidence was available for 58 of the 74 students tutored (78%). Of the 58 students, 57% showed an improved rate of performance.
Puyallup	Seventy-five percent of the students tutored at least three months in grades 7-12 will improve at least one grade level.	Partially attained	Complete evidence is available for 14 of the 19 students who met the criterion set by the district (below grade level who have been tutored at least 3 months). Of the 14, 8 students (57%) improved at least one grade level over the year. The district reported that in each of the 19 cases either quarterly grades or test scores improved.
Franklin-Pierce	Each student tutored will improve their performance by one month per month of tutoring in basic skills.	Suspend judgement	A total of 13 students received tutoring services. Pre and posttest data were available for 8 of the students. Of the 8, 5 (63%) acquired skills at the rate of one month per month. Unfortunately, the specific duration of tutoring was not reported for students. Therefore, it would be misleading to conclude that the students received a full year's tutoring, particularly since tutoring began in December. Thus, the outcome may well be more substantial than reported.

4. Summary: Overall, it appears that the Program has made substantial progress toward meeting its basic skills tutoring goal. The evidence available is positive, but incomplete. Accordingly, we recommend that the data collection efforts be furthered along two lines. First, information for more of the tutored students would be valuable. Secondly, further refinement of the data collection mechanism is warranted. Specifically, standardization of assessment instruments across districts would enable further analysis.

The Program's focus upon basic skills and cultural awareness next year, should enable the staff to further intensify the tutoring services. As we have noted, this should have a substantial effect upon the results observed at the conclusion of the 1977-78 school year.

B. Cultural Awareness

1. Introduction: The major objective of this component was to provide cultural knowledge presentations and activities to a majority of the Native American children within the service area. All districts were involved in cultural knowledge activities, with different districts having various procedures and achievement criteria. Numerous presentations and activities were conducted during the year by different districts. These included:

- arts and crafts classes in beadwork, featherwork, basket weaving, and clothing
- historical presentations which covered topics such as Indian treaties and treaty rights as well as local Native American history
- presentations on tribal life and society which dealt with tribal and family structure, food and clothing, and other social institutions such as the potlatch
- inservice training sessions for teachers on curriculum development, teacher awareness, explanation of Title IV and teacher planning

Local community resource people as well as program personnel were utilized in these cultural activities.

2. Status of Key Process Objectives: Key objectives for this component include:

Abbreviated Objective	Status	Discussion
A. Survey schools to determine need and schedule cultural awareness activities.	Attained	At the beginning of the school year, a letter was sent to all schools within the six smaller school districts and Clover Park. The letter described the cultural presentations that were available and invited teachers to participate as their schedules permitted.

-continued-

Abbreviated Objective	Status	Discussion
A. Continued		Puyallup School District conducted a needs assessment in conjunction with a parent committee potluck which was attended by 103 people including parents, teachers and secondary Indian students. (See Appendix A.) In addition, survey forms were sent to 14 district principals and counselors. Franklin Pierce worked initially with district teachers to plan cultural classes, but also talked with 64 students ranging from grades K through 12.
B. The program will provide cultural awareness in response to every request.	Attained	The Project Coordinator reports that all requests by teachers have been met in each district. It appears that the cultural awareness activities were of high priority across all school districts.
C. Teachers/school personnel will complete an evaluation for at least 80% of the activities.	Suspend Judgement	Because of the variety of audiences (small groups of Indian students, whole classrooms, groups of teachers) and because of the variety of activities (classroom presentations, visits to museums, workshops, etc.) it is difficult to judge the attainment of this objective. There were 124 evaluation forms submitted by schools representing all districts except Clover Park and Franklin Pierce (which chose to provide alternate forms of documentation which are described later in this section) and Peninsula which only had a single request for a cultural presentation for which no evaluation form was filled out.

Abbreviated Objective	Status	Discussion
D. In at least 80% of the cases, teachers will rate cultural awareness activities as being beneficial (good or excellent).	Attained	Of the 124 evaluation forms received, 100 (80%) rated the cultural awareness activities as good or excellent; 13 (11%) rated the activities as average, and 10 (8%) rated them as negative. A copy of the evaluation form is attached. (See Appendix B.)

3. Student Outcomes:

Abbreviated Objective	Status	Discussion
Small districts: During the school year, at least 80% of the 960 identified Indian students will participate in activities, programs or use resource materials.	Attained	The submitted data reported only the total number of students attending each session and did not reveal how many individual students were reached. However, the Proje Coordinator reported that the objective was met. (See Appendix C.)
Puyallup: Sixty percent of all Indian students (K-12) will be able to identify their tribal background and will participate in one or more activities or projects related to their individual cultural background. Furthermore, 80% of all third graders will be involved in one or more classroom presentations on Northwest Indian culture or visitation to the Karshner Museum.	Attained/ Suspend Judgement	The district submitted documentation that 137 Indian students (or 62% of the Indian student population) were able to identify their tribal background. (See Appendix A.) The contact person for the Puyallup School District indicated that the second part of this objective was deleted due to the fact that there were only a total of 9 identified Indian third grade children in the district. The district submitted documentation for a total of 12 classroom presentations and visitations to the Karshner Museum which were attended by classrooms from K-6.

3. Student Outcome - continued

Abbreviated Objective	Status	Discussion
Clover Park: Seventy-five percent of the 275 identified Indian students will participate in cultural activities, programs, or utilize resource materials.	Attained	The district provided a number of cultural actitities which were made available for grades K-12 and submitted documentation showing a total attendance of 437 students. (See Appendix D.) Although the data doesn't report the total number of separate students, the Project Coordinator reports that the objective was met.
Franklin Pierce: All Indian students will be given the opportunity to participate in activities designed to increase their understanding of Indian Culture.	Attained	The district provided documentation of activities which were made available for all grade levels (K-12). In addition, the district developed a written test which was administered at the beginning and again upon completion of the cultural classes. A test of statistical significance was conducted on the mean scores of the pre and posttest which showed the mean difference to be significant beyond the .001 level of probability. (See Appendix E.)

4. Summary: In general, the program succeeded in providing a variety cultural experiences to the majority of the students within the target group. It appears, however, that very few services were provided in Peninsula and University Place School Districts. This may be due to the relatively low number of students within these districts. In any case, it is recommended that program personnel take steps to insure that children within these districts receive a proportionate amount of service. The Coordinator indicated that the Peninsula and University Place districts have not requested a good deal of service.

The evaluation team was pleased to note the effort on the parts of Franklin Pierce and Puyallup School Districts to specify and assess some cognitive objectives for their individual cultural components. It is felt that this data strengthens the evaluation report and it is recommended that program and project planners continue to identify such objectives whenever possible and appropriate.

As previously mentioned, the program staffs' documentation and monitoring procedures are much improved. There still exists, however, a problem in the identification and monitoring of the number of Indian children attending the individual classroom presentations. An inordinately large proportion of non-Indian children are attending the individual classroom presentations. This may be due to a difficulty in the identification of individual Indian students within a classroom or preponderance of requests from teachers who have few or no Indian students within their individual classrooms. It is recommended that program staff seek improved monitoring procedures to insure that (1) presentations be focused on classrooms with a high proportion of Indian students if this is their intent, and (2) program services are received by the percentage of the target population specified in the objectives.

Clover Park School District provided a number of teacher and staff training activities as part of their cultural component. Although these activities were not specified within the project objectives, they seem to the evaluation team to be very useful and worthwhile. It is recommended that such activities be incorporated as a formal part of the project objectives and that respective monitoring and/or evaluation procedures be developed.

Summary sheets of cultural activities for each school district are attached in Appendices A through E.

C. Career/Education Counseling

1. Introduction: Career and continuing education counseling services have continued to be an integral part of the Program's services. The counseling function provides students with an awareness of vocational/educational opportunities and the steps required to utilize these opportunities. Services primarily focus upon the upper grade levels. The major goal of this component was to assist high school level Indian students in career/education planning. All but Franklin-Pierce School District initially planned to be involved in this effort.

2. Status of Key Process Objectives: Four objectives were identified which represented key activities of the career counseling component. The level of attainment for these objectives are summarized below:

Objective	Status	Discussion
. The Program will conduct an inservice on career guidance for district and Program staff.	Attained	A workshop was conducted by the ESD for assessing the interest of junior and senior high school students in occupational planning. The November 3 meeting was attended by Program representatives from Clover Park, University Place, Puyallup, Fife, Sumner, and the ESD.
. Program staff will contact each Indian student (grade 7-12) at the outset of the year to determine the career guidance needs of these individuals.	Partially Attained	By the conclusion of the year, Indian students in grades 7-12 had been contacted regarding career counseling services by the specialists in Bethel, Fife, White River, Sumner, University Place, Peninsula, Clover Park and in grades 9-12 at Puyallup. Career counseling was not a planned component at Franklin-Pierce although the specialist did accomplish a number of career counseling activities. A variety of strategies were used to assess students, including individual contacts, group orientation sessions and student surveys.

-continued-

Objective	Status	Discussion
		The Puyallup program focused upon grades 9-12 since the district provides a vocational guidance class to all eighth grade students. This objective was partially attained because many of these student contacts were made after the December 6 deadline of the objective.
. Program staff will carry out group or individual career guidance activities for Indian students upon request.	Attained	The Project Coordinator indicated that all reasonable requests for group or individual career guidance activities have been met. (Specific activities are discussed in Section 3 of this component.)
. By the end of the school year, all Indian senior students will receive assistance in career/ education planning.	Attained	This objective addressed the six small school districts. From the evidence available, it appears that all of the 20 seniors (as well as a number of other high school students) received assistance in career planning. No seniors were at Peninsula, White River, or University Place.

Career/education counseling activities are summarized on the pages which follow.

Career/Education Counseling Activities

Puyallup:

Date	Activity	Attendance
11/5	Introduce Minority Team Conference at Puyallup High School	12 high school students
11/8	Introduce Minority Team Conference at Rogers High School	3 high school students
11/10	Minority Team Conference at University of Puget Sound	6 high school students
1/20	Tour of Clover Park Vocational Tech. School	9 high school students
2/23 3/3	Tour of Highline Community College	11 high school students
3/10	Conference with BIA higher education consultant	8 students, 3 parents
Ongoing	Individual career planning sessions	34 students, 1 parent
	Total (duplicated) count:	83 students

Franklin-Pierce:

Date	Activity	Attendance
Ongoing	Individual counseling	6 students

Clover Park:

Date	Activity	Attendance
3/5	University of Washington Financial Aid Workshop	7 high school students
3/10	BIA educational support workshop	16 high school students
4/15	University of Washington Senior Day	9 high school students
Ongoing	Individual counseling	15 high school students
	Total (duplicated) count:	47 students

Fife:

Date	Activity	Attendance
11/3	ESD Career Inservice	22 students
11/10	Minority Team Conference at University of Puget Sound	3 Fife and Sumner students
3/7	BIA educational support workshop	10 Fife and Bethel students
Ongoing	Individual counseling	8 Fife students
	Total (duplicated) count:	43 students

Sumner/Bethel:

Date	Activity	Attendance
10/11	Career Conference at Bethel High School	13 students
11/3	ESD Career inservice	1 student
11/10	Minority Team Conference at University of Puget Sound	7 students
1/25	Seattle Indian Health Program presentation on health careers	15 students
3/21	Manpower presentation on job applications	4 students
4/15	University of Washington Senior Day	2 students
4/26	Tour of Clover Park Vocational Tech. School	3 students
Ongoing	Individual counseling	4 students
(See also Fife)	Total (duplicated) count:	49 students

Peninsula/University Place:

Date	Activity	Attendance
Ongoing	Individual counseling	7 students

White River:

No activities were reported, since White River has only Indian students in the elementary and junior high school grade levels.

In addition, several district staff were involved in career guidance activities such as the November workshop sponsored by the ESD. For example, two Clover Park staff met with state employment office personnel, Evergreen State College representatives and the State Board of Community Colleges.

3. Student Outcomes: Three outcome objectives were established by the district. A discussion of their attainment is presented below.

District	Objective	Status	Discussion
Small districts	All high school Indian students will receive help with their college placement or post-high school planning.	Partially attained	There were approximately 83 high school (9-12) Indian students in the six districts. It is estimated that about 70% of these students received career counseling services.
Clover Park	Fifty Indian high school students will receive career counseling which emphasizes Indian college/vocational programs.	Attained	There are 49 Indian students in the Clover Park High School. Therefore, the objective was overestimated. Records show that 47 high school students directly received career counseling services. Thus, at least 96% of the population was served. We assume, therefore, that the objective was attained.
Puyallup	Seventy percent of the Indian students in grades 10-12 will receive individualized career counseling.	Partially attained	Forty percent of the students received such services from the local project staff.
	Eighty percent of the Indian students in grades 11-12 will visit one or more higher education or job placement sites.	Partially attained	Seventy-three percent of the 26 juniors and seniors visited such sites, as well as 7 sophomores.

4. Summary: The career and higher education counseling component of this Program represents an incidental service with less tangible benefits. The Clover Park project utilized a systematic method for identifying student needs in this area. This approach should be adopted by the other projects in planning and sponsoring career counseling services.

The individualized attention of the specialists in providing information, sparking interest and assisting in the decision-making processes of the high school students may well be the most valuable aspect of the component. In the majority of the districts, there appeared to be a high level of activity in this component which may eventuate in more successful post-high school experiences.

D. Court Liaison

1. Introduction: Although the Program staff had previously been engaged in student advocate roles associated with the juvenile authorities on an incidental basis, the court liaison activities were formally included as a Program component for FY 77. The Program proposal for the 1976-77 school year indicates that "Such a staff person to work as a court liaison person would definately help the Indian student's relationship and dealings with the courts, his family, the school and other social service agencies in the County."

The primary objective of this component was to improve the counseling for current and potential juvenile delinquents to provide a follow-up process which would provide school personnel and parents with pertinent information about the potential and/or current offender and his offense. These services were to be provided primarily by the Program Coordinator. All districts were involved in this component.

2. Status of Key Process Objectives: Three objectives were identified as key to the court liaison activities. These objectives and the Program's activities associated with their accomplishment are summarized below:

Objective	Status	Discussion
. At the outset of the school year, the Program Coordinator will notify juvenile agencies and Indian parents of the availability of court liaison services for Indian students.	Attained	The Pierce County juvenile authorities were contacted by the Coordinator in August to explain the Program's services. Letters were sent to each district and parent describing the role and service. The Coordinator has continued contact throughout the year with these individuals. More than 100 hours have been spent by the Coordinator in the discussion of plans, policies and procedures for the court liaison role. Local district specialists were also actively engaged in alerting parents and teachers to these services.

Objective	Status	Discussion
. The Program Coordinator will provide court liaison services upon request.	Attained	Documentation of court liaison activities were provided by both the Coordinator and the individual districts. Although the Coordinator provided the majority of these services, individual specialists were involved in these efforts as well. The table below summarizes the number of cases served by the Program.

Court Liaison Activities

District	Coordinator Services		Specialist Services	
	# of Cases	Total hours	# of Cases	Total hours
Puyallup	1	2	--	--
University Place	1	1	--	--
Sumner	9	132	9	430
Clover Park	--	--	6	55
Peninsula	--	--	--	--
Franklin-Pierce	1	6	2	140
Bethel	--	--	1	20
White River	--	--	--	--
Fife	--	--	6	110
TOTAL	12	141	24	755

As can be seen by the table, the investment of staff hours in this area is high. Numerous additional services have been provided in the area of health/community service referrals by the Program staff. The Coordinator indicated that in no instance was a request for service related to the court liaison denied by the Program staff, although referrals to other personnel were sometimes made.

Objective	Status	Discussion
. The Program will conduct an inservice on court procedures for district personnel and Program staff.	Not Attained	The Coordinator indicated that this activity was not implemented due to the limitations of time, staff and materials.

3. Observed Outcomes of the Program: The outcome objectives for this component stated that the court liaison will provide preventive services to Indian school age children. The results associated with this objective must be viewed from several prospectives:

a. The Coordinator and specialists have provided intensive services to a number of individuals during the year. The evaluators are not aware of any instance in which services were denied when requested.

b. A wide variety of cases were served, including emancipation, truancy, foster placement, criminal offenses (misdemeanors and larceny), child abuse, and probation violation. In addition, health and social service referrals were provided by the Program. The role of advocate for both parents and students is apparent in all of the services provided.

c. It is unclear to the evaluators whether or not these services were truly preventive. Certainly, in some instances, the Program's services would forestall negative encounters with the law enforcement and judicial system, but prevention suggests that the services "are advanced measures against something possible or probable". To this end, the activities of the Coordinator directed toward informing parents, schools, students and agencies of the juvenile justice system and procedures represents primary prevention measures.

4. Summary: In summary, it appears that both the Coordinator and the various specialists were actively involved in the court liaison activities. Although these services remain as a secondary priority of the Program Advisory Committee, this component will be terminated next year largely because of the time and legal issues involved. The Coordinator indicated that the Office of Indian Education concurred with this decision.

E. Program Management

1. Introduction: As with all Projects, management is a central issue. The success of a project is heavily dependent upon the degree to which services are clearly planned, coordinated and evaluated. The 1975-76 Final Evaluation Report, prepared by the Laboratory in June 1976, stated that:

> "The Program requires a more assertive management style. The Coordinator is ultimately responsible for carrying out the contractual obligations of the grant. A series of steps could be taken to enhance this coordinative role:
>
> 1. Establish and maintain regular contact with local school district representatives to reduce the incidence of a 'management by exception' approach. The initiation of contact with districts only when problems emerge leads to a perceived conflict relationship.
>
> 2. Establish and implement a program monitoring system for periodically assessing the needs and progress of local efforts and the specialist's activities.
>
> 3. As previously suggested throughout the report, define the roles and responsibilities of the parent committee, local administrators, and Program staff. Of all the individuals involved, it is the responsibility of the Coordinator to understand, exercise and communicate program obligations, policies and procedures. She is the common link between the various decision-making bodies and the staff. She is in the best position to determine the most effective course of action to take in meeting the special educational needs of the Indian students."

The Program and district staffs addressed these recommendations in designing the 1976-77 effort. First, the participating districts were organized into two segments on the basis of their size and desire for relative autonomy in planning and providing local services. Secondly, the Evaluation Plan for the 1976-77 year included a series of management objectives.

2. Status of Key Process Objectives: Four key objectives were provided as an initial framework for the management of the Program. These objectives and the Program's activities associated with their accomplishment, are summarized below:

Objective	Status	Discussion
. The ESD will provide technical assistance to the three large district programs, upon request, in project planning, staffing, etc.	Attained	A number of ESD personnel have provided assistance to the three districts in the design and revision of project budgets, the formulation of objectives, and the design of project plans. In addition, Franklin-Pierce and Clover Park received assistance in the selection of project staff.
. The Program Coordinator will describe the objectives and activities planned for each of the projects.	Attained	In November, the Program Coordinator and evaluators formulated a detailed evaluation plan on the basis of each district's operating plan. These plans and expectations were further clarified for local project staff on Feb. 24. Although the evaluation contract was awarded rather late in the year, and, therefore, formalized plans were not available until November, the Program's approach to services is more clearly and thoroughly stated than in preceding years.
. The Program Coordinator will monitor each district on a quarterly basis.	Partially Attained	The first round of monitoring was completed by the Coordinator in November and December. Records do not indicate that monitoring took place at Fife, Peninsula and White River districts. No apparent problems were identified. The second series of monitoring visits were conducted in April. Records do not indicate that monitoring took place at Peninsula. The only difficulty reported by two districts was the staffing of the project to provide services to the greatest number of students. A third round of monitoring has not been completed. Monitoring reports on file are displayed in Appendix F and G.

Objective	Status	Discussion
. The Program Coordinator will assist the Parent Advisory Committee in planning parent involvement activities.	Partially Attained	The plan originally called for the development of activities at the district level. However, the Coordinator worked with the Program Executive Committee in planning county-wide parent involvement efforts. A wide variety of activities were sponsored by the Program during the second half of the year. These activities are listed in Appendix H.

3. Observed Outcomes of the Program: The function of program management, although not directly associated with changes in student skills or attitudes, nonetheless contributes to the relative effectiveness of an effort. It is the opinion of the evaluators that the current year's operation has been completed more thoroughly and systematically than the preceding year. For example, when the problem areas addressed by the OIE Performance Report are reviewed, the evaluators observed no major problems associated with the Program's management in the areas of:

(a) Needs Assessment - The local and Program advisory committees have been actively engaged in establishing Program priorities. In addition, the Program's Executive Committee, along with teachers, students, and other parents, have drafted a statement of their interpretation of the "special educational needs of Native American children" described by the Act.

(b) Identifying Service Population - Although the newly adopted census forms have hampered the identification process, it is our opinion that the Program has made a conserted attempt to secure these signed forms from the parents of the Indian students.

(c) Recruiting Staff - Although the staff position at Franklin-Pierce was filled rather late by the district, the evaluators observed skilled and qualified staff members, under the direction of the Coordinator and local district administrators, direct their attentions to the priority areas established by the Executive Committee.

(d) Recruiting Participants - The recruitment procedures are now more thorough and consistent from building to building. The Program has never encountered difficulty in having too few participants!

(e) Developing or Acquiring Materials and/or Equipment - The Program has continued to supplement their resource materials both for cultural awareness and tutoring. The staff are currently compiling information packages, organized by geographic regions, on the history and culture of the various Native American tribes. This is considered to be a difficult undertaking and it is hoped that these efforts can be completed during FY 78.

(f) Getting Activities Started - Although the Program had undergone a rather dramatic reorganization, the evaluators observed the orientation and initiation of services at the outset of the school year, with the exception of late initiation of activities at Peninsula.

(g) Providing Specific Services - The mode and focus of the Program's actual services were more aligned with Program priorities and were provided more consistently than last year. The evaluators observed a much more targeted approach to services, although in some instances a broader range of service is provided than called for in the plan.

(h) Sustaining Level of Activity - It can be generally stated that during the current year the level of activity tended to increase over the year, rather than decline as is common in many special programs. In no instance was an early "close-out" of activity observed.

(i) Collecting Required Data and Documentation - The current year represents the first instance in which both process and outcome data were systematically collected, recorded and submitted to the evaluators for analysis. This factor represents a very positive shift in the Program's direction.

(j) Keeping Necessary Records - The evaluators can only express their view of the performance records, since the evaluation does not address fiscal matters. Record keeping on a number of dimensions, including specialist time/activity reporting and student progress reporting, was adequately maintained.

(k) Managing Project Funds/Controlling Expenditures - As previously noted, the evaluators have no basis for comment in this area.

(l) Reporting Requirements - The evaluators have limited information relating to the Program's submission of reports. However, we are not aware of any proposal or performance report which has not been submitted according to the required format and schedule.

(m) Payment Schedule - Again, we have no basis for comment.

(n) Soliciting Community Involvement - As previously mentioned, community involvement during the year appears to be on the increase, included a more consistent representation of the districts involved and was carried out in a positive manner.

4. Summary: In summary, the Program has responded to the need for a more clear and active management approach. We feel that the results of these coordinative efforts are apparent in all aspects of the Program's operation. The Coordinator indicated that during FY78, Clover Park and Puyallup will operate their own Title IV programs separately from the Pierce program. Eight

districts will be involved in the Pierce County program--Enumclaw, University Place, Sumner, Peninsula, Franklin-Pierce, Bethel, White River, and Fife. With this in mind, the following recommendations are made regarding Program management:

(a) Continue and intensify the Program monitoring function of the Coordinator.

(b) Design and evaluate inservice opportunities for the Program staff as a regular part of the Program plan. (Although such activities have been offered, they have never been formally stated as an objective.)

(c) Design and evaluate inservice opportunities for the district instructional staff as a regular part of the Program plan. (Although such activities have been offered, they have never been formally stated as an objective.)

(d) Design, and assist staff with, an annual timeline of major activities.

(e) Periodically inform, through a newsletter or other brief publication, district personnel of Program accomplishments and upcoming activities.

IV

CONCLUSIONS

Overall, the Program has had a successful year. The Program has undergone a reorganization which was apparently satisfactory to the districts. The level of coordination was increased, which is reflected by the management information system now used by the coordinator and third-party evaluators for reporting. Specific findings and recommendations have been cited within each of the components of the present report. General recommendations are offered below:

1. During the 1977-78 year, the ESD-based program will serve eight districts--Enumclaw, University Place, Sumner, Peninsula, Franklin-Pierce, Bethel, White River, and Fife. Clover Park and Puyallup will administer and operate their own programs. The current year's operation has shown that these two districts are certainly capable of operating their own programs. The ESD Program has always been primarily designed to provide services to districts having smaller proportions of Indian students. In the end, all three programs may well benefit from this new approach.
2. Specialists in some instances are still faced with the dilema of observing a variety of individual student needs while operating under a program plan which empahsizes specific key services. It is cautioned that additional services beyond the scope of the Program plan, although important, must eventually detract from the accomplishment of the high priority goals.

3. The two goals for the ESD program in FY 78 are basic skills tutoring and cultural awareness. It is recommended that:

   a. An array of cultural awareness activities should be designed and offered at the outset of the year to each teacher in the area. Once services are selected from the list, a master plan for cultural awareness activities can be developed. This strategy is much like a performance contracting approach which should promote the commitment and cooperation of instructional staff in the districts. The master plan will enable the program staff to more effectively utilize their time and to more adequately evaluate the results of these efforts.

   b. Franklin-Pierce and Puyallup have used a more cognitive approach in the evaluation of cultural awareness outcomes. Their efforts should be reviewed in planning future program evaluations.

   c. Within the tutoring area, two variables seem to be present. First, in many instances, particularly in the upper grades, tutoring tends to focus more upon course work. Secondly, the duration of tutoring varies over the year for students. In regard to the course work tutoring, we feel that the teacher judgement of success is more appropriate than standardized testing. In regard to the duration of service, the testing schedule should be coordinated with the tutorial program, e.g., just prior to and after tutoring. The criterion-referenced mathematics and reading tests used by some districts are particularly well suited for such purposes. Thus, it is suggested that such instruments be uniformly used in conjunction with basic skill tutoring across districts.

4. During the past two years of our involvement in the Program, we have seen improved coordination, more focused and defined services, and a higher level of effort maintained by the staff. We are encouraged by these changes and are confident that next year the Program will continue in this direction.

END OF REPORT

APPENDIX A

Puyallup Cultural Activity Summary

II. Processes

B. Culture

1. SURVEY. In the Puyallup School District, a Title IV needs assessment was held in conjunction with a Parent Committee Potluck. 103 people attended. In addition to these parents of Indian children, teachers of Indian children, and secondary Indian students, the survey was also sent to 14 district principals and counselors. Results of the survey showed that in the Puyallup District, all groups agreed that cultural identification, awareness, pride in cultural heritage, and actual experiences with Indian cultural heritage in dancing, music, legends, or any of the crafts, was of primary importance. For this reason the two main objectives of the program were geared toward culture and tutoring. (See survey form.)

2. CULTURE ACTIVITY FORMS

   a. Documentation for tribal background

   b. Cultural presentations

   c. Special days

3. EVALUATIONS

Check one:

Parent_____

Secondary student_____

Teacher_____

School district personnel_____

PRIORITY LISTING

PUYALLUP PUBLIC SCHOOLS 1976-77

TITLE IV--INDIAN EDUCATION

Write in the number to the left of each item which best expresses your judgment.

1 - Most important objective.

2 - Important objective.

3 - Do not include.

_____ Cultural identification, awareness, and pride in cultural heritage.

_____ Experiences in actually making Indian crafts, basketry, beading, carving, or in learning Indian music and dancing.

_____ Counseling for Indian students having problems at school.

_____ Tutoring help for: (check level or levels)

Elementary school_____

Junior high school_____

Senior high school_____

_____ Career awareness workshops and visitations.

_____ Higher education, college, vocational-technical school visitations and information.

_____ Indian family support services--health referrals, home visits, emergency assistance.

LIST AND NUMBER OTHER PRIORITIES:

_____ _____

_____ _____

_____ _____

_____ _____

INDIVIDUAL STUDENT - TRIBAL IDENTIFICATION

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77
Documentation for Objective #1

Tribal Background Knowledge — All P.H.S. students studied maps, charts

Student's Initials	School	Grade	Tribe	Activity
L.T.	P.H.S.	12	Colville	Culture class, group discussion, study chart, map and books
K.C.	P.H.S.	12	Chetco	Culture class, maps, chart, group discussion
C.F.	P.H.S.	12	Puyallup	Culture, group discussion about other tribal areas
L.B.	P.H.S.	11	Tlingit	Culture, group discussion about other tribal areas, drew design of tribal area
L.S.	P.H.S.	11	Chippewa	Knowledge through parents, beading, culture class
L.S.	P.H.S.	11	Chippewa	Knowledge through parents, beading and culture class
C.T.	P.H.S.	11	Colville	Knowledge through parents, attended pow-wow, did bead work and culture class
L.W.	P.H.S.	11	Blackfoot	Group discussion and exchange with other student, B.I.A. information from resource person
K.T.	P.H.S.	11	Cherokee	Group discussion and exchange, did beading and culture class
M.B.	P.H.S.	11	Chippewa	Group exchange, attended craft and culture class
C.A.	P.H.S.	10	Tlingit	Knowledge through parents, attended culture and craft, made headband
P.B.	P.H.S.	10	Yakima	Attended culture and craft class, made medallion
E.C.	P.H.S.	10	Yakima	Knowledge through parents, attended culture and craft classes
S.T.	P.H.S.	10	Colville	Attended craft and culture classes
A.W.	P.H.S.	10	Chippewa	Group discussion, exchange, B.I.A. information through consultant
R.S.	P.H.S.	10	Chehalis	Group discussion, and through resource consultant information on tribal background
T.B.	P.H.S.	10	Tlingit	Attended cultural and craft, made design of tribal area

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1
Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
S.T.	P.H.S.	10	Chippewa	Group discussion and exchange, information through B.I.A.
C.L.	P.H.S.	10	Paiute	Information from resource consultant, group exchange
J.B.	P.H.S.	10	Cherokee	Group discussion, information from resource, and Bill Riffenberry
H.J.	P.H.S.	10	Quillayule	Knowledge through parents, grop discussion and exchange
E.K.	P.H.S.	12	Tlingit	B.I.A. information from resource consultant, attended culture and craft class, beading medallion
				All Rogers H.S. students studied map of U.S. for tribal areas
D.C.	Rogers H.S.	12	Tlingit	Button blanket
A.A.	Rogers H.S.	12	Tlingit	Button blanket and beading designs
C.A.	Rogers H.S.	12	Tlingit	Carving, button blanket, beading designs, necklace
P.D.	Rogers H.S.	12	Cherokee	Medallion, beading, rose design
K.S.	Rogers H.S.	12	Tlingit	Observed button blanket, career B.I.A. information through Title IV consultant
A.T.	Rogers H.S.	11	Shawnee	Culture class, beading
L.B.	Rogers H.S.	12	Cherokee	Beading medallion and necklace
L.S.	Rogers H.S.	10	Potowamee	Information through Title IV consultant, maps, addresses
M.D.	Rogers H.S.	10	Cherokee	Information through consultant, maps, home visit, books, addresses
				(All students finished projects.)

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
				All Aylen students studied map to locate tribal areas of own tribes, charts
B.B.	Aylen	9	Yakima	Beaded belt (finished)
C.I.	Aylen	9	Yakima	Beaded medallion and woodburning of eagle
J.B.	Aylen	9	Cherokee	Beaded medallion
J.D.	Aylen	9	Yakima	Beaded medallion, design of tribal area
B.S.	Aylen	9	Tulalip	Woodburning design
B.B.	Aylen	9	Cherokee	Beaded medallion, design of tribal area
V.C.	Aylen	9	Tlingit	Beaded medallion
D.W.	Aylen	8	Tlingit	Observed two classes and knowledge of own tribal area, exchange with art group
D.W.	Aylen	8	Yakima	Beaded medallion, chain, loom building
M.J.	Aylen	7	Yakima	Beading medallion, chain
M.C.	Aylen	9	Yakima	Design of eagle and woodburning
J.A.	Aylen	7	Mohawk (adopted)	Beaded medallion, wanted knowledge of how to be identified
J.L.	Aylen	9	Crow	Designed eagle and woodburned
R.C.	Aylen	8	Yakima	Exchanged knowledge of tribal customs, dances
J.M.	Aylen	7	Yakima	Worked on beaded medallion
R.M.	Aylen	8	Sioux	Beaded medallion
S.R.	Aylen	8	Yakima	Designed eagle and attended craft and culture class

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
				All Ballou students listed had an exchange of cultures and viewed maps of different tribal areas
M.C.	Ballou	9	Squamish	Beaded medallion, finished coil basket, viewed maps, books
J.O.	Ballou	9	Kickapoo	Conference with Indian consultant for information; discussion, exchange
D.C.	Ballou	9	Cowlitz	Exchange and information from resource consultant
C.M.	Ballou	9	Cherokee	Sewed coil basket identical to Cherokee style; cultural exchange
G.R.	Ballou	9	Sioux	Attended culture and craft classes, studied tribal area maps and charts, beading
L.Z.	Ballou	9	Quinault	Exchange culture, tribal laws and regulations
L.F.	Ballou	8	Iroquois	Exchange cultures, studied maps and charts, did medallion
S.O.	Ballou	8	Kickapoo	Studied Kickapoo areas, viewed maps and charts, exchang with resource consultant
J.Z.	Ballou	7	Quinault	Presented tribal laws and regulations to resource consultant
				All Edgemont students listed studied map of U.S. tribal areas to locate tribal identity, and asked for addresses from resource person for B.I.A. areas
M.H.	Edgemont	9	Eskimo	Requested information for local B.I.A., exchange culture in class
T.T.	Edgemont	9	Colville	Beadwork to identify with tribal area
K.B.	Edgemont	8	Shuswap	Painting of tribal design
M.B.	Edgemont	8	Shuswap	Did bead work
M.C.	Edgemont	8	Colville	Did bead work and design of tribal area
D.H.	Edgemont	8	Eskimo	Exchange and attended culture class
M.C.	Edgemont	8	Cherokee	Exchange and attended culture class
J.S.	Edgemont	8	Chehalis	Attended craft and culture, and exchang
R.B.	Edgemont	7	Shuswap	Did painting of local tribal design
D.B.	Edgemont	7	Shuswap	Did painting of local tribal design and beadwork
L.T.	Edgemont	7	Colville	Did moccasin and beadwork
L.C.	Edgemont	7	Cherokee	Exchange and attended culture class

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initial	School	Grade	Tribe	Activity
				All Kalles students listed studied maps and charts of own tribal areas, clothing, homes, and foods.
D.A.	Kalles	9	Tlingit	Design of own tribal area
T.B.	Kalles	9	Nooksack	Designed and beaded belt
W.C.	Kalles	8	Cherokee	Beaded belt or headband, and made animal for legends
C.C.	Kalles	8	Blackfoot	Beaded headband and medallion
R.M.	Kalles	8	Blackfoot	Beaded medallion
A.S.	Kalles	8	Chippewa	Loom work (beading), headband
J.Y.	Kalles	8	Yakima	Started beaded medallion
Y.F.	Kalles	7	Tlingit	Designed
L.R.	Kalles	7	Puyallup	Made animal for Indian legends, beadwork
C.S.	Kalles	7	Chippewa	Made Indian dolls for legends, and headband
L.S.	Kalles	7	Chippewa	Exchanged own culture with student in class
U.S.	Kalles	9	Grovant	Started medallion, and identified her tribal area
B.T.	Kalles	8	Kawerak	Did home visit, as he needed to be in all classes, and couldn't attend culture class, Knows his sribal area
R.M.	Kalles	7	Cherokee	Observed two classes, and also had to be in class, but exchanged culture with resource consultant

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
J.P.	Meeker	5	Duwamish	Attended culture workshop, and knows her tribal area through mother's heritage
G.J.	Northwood	2	Puyallup	Attended Indian pow-wow, Indian dances, knows food, like deer
M.J.	Northwood	1	Puyallup	Attended Indian pow-wow, listened to grandparent legends, knows food such as deer and clams in this area
				All Riverside students listed studied map of U.S. for tribal area, charts for food, clothing and travel
T.J.	Riverside	6	Yakima	Studied maps and charts
M.L.	Riverside	6	Tlingit	Studied maps and charts
M.G.	Riverside	6	Yakima/Lummi	Studied maps and charts
L.G.	Riverside	5	Yakima/Lummi	Studied maps and charts
K.J.	Riverside	5	Yakima	Told about grandfather bring chief of their tribe, also knows about a Pendleton blanket being named Eagle honoring grandfather.
L.L.	Riverside	4	Tlingit	Studied maps and charts
M.J.	Riverside	2	Yakima/Lummi	Studied maps and charts
D.J.	Riverside	2	Yakima/Lummi	Studied maps and charts
L.G.	Riverside	1	Skokomish	Observed older student exchange
G.G.	Riverside	1	Apache	Studied maps and charts
A.G.	Riverside	K	Apache	Studied maps and charts
T.M.	Riverside	1	Sioux	Studied maps and charts
B.M.	Riverside	1	Sioux	Studied maps and charts
R.T.	Riverside	K	Tulalip	Studied maps and charts

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
S.R.	Firgrove	3	Tlingit	Told about grandfather, totem poles
J.R.	Fruitland	K	Snohomish	These students observed Northwest coastal presentations; exchanged knowledge about Indian dress, clothing, through dolls.
S.R.	Fruitland	2	Snohomish	
R.D.	Hilltop	6	Chippewa	Identified tribal area through U.S. map where location of tribe was, tribal dress through charts
L.R.	Hilltop	5	Sioux	Identified tribal area through maps, tribal dress and homes through charts
K.S.	Hilltop	5	Puyallup	Shared tribal identity with group, location, dress, student dancer
L.L.	Hilltop	5	Colville	Showed tribal identity with culture class
F.L.	Hilltop	4	Colville	Told legend, told group about food--how to prepare
R.D.	Hilltop	3	Chippewa	Showed tribal dressed doll of her tribal area, and mother's beadwork
L.E.	Hilltop	2	Colville	Observed, and shared with group
A.W.	Hilltop	2	Aleut	Observed, and shared with group
				All Hilltop students listed studied location of tribal areas and located own tribal area; charts for dress, food, and home.
R.C.	Karshner	K	Yakima	Very knowledgeable about tribal dancing and clothing.
E.Y.	Maplewood	Spec.Ed.	Puyallup	Knows father's fishing rights

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
T.W.	Wildwood	5	Seneca	All Wildwood students listed viewed, studied maps and charts for their own tribal identity and tribal areas
J.C.	Wildwood	4	Apache	
D.L.	Wildwood	4	Cowlitz	
G.W.	Wildwood	3	Seneca	
J.R.	Wildwood	Spec.Ed.	Canadian	These three students observed and listened to other students identify their tribal areas, and legends told by resource consultant
J.R.	Wildwood	Spec.Ed.	Canadian	
T.R.	Wildwood	Spec.Ed.	Canadian	

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Tribal Background Knowledge

Student's Initials	School	Grade	Tribe	Activity
J.Y.	Spinning	6	Yakima	Knowledge through own tribal area, live on reservation, attended pow-wow, etc.
S.R.	Spinning	5	Blackfoot	Made a necklace
R.H.	Spinning	6	Sioux	Observed culture presentation
J.M.	Spinning	5	Eskimo	Knowledge through family tree of tribal area
T.R.	Spinning	2	Blackfoot	Observed other student do beading
V.B.	Spinning	K	Blackfoot	Observed other student do beading
B.F.	Sunrise	6	Tlingit	These students are aware of traditional foods, button blankets, and tribal location
E.F.	Sunrise	5	Tlingit	
C.F.	Sunrise	3	Tlingit	
M.F.	Sunrise	1	Tlingit	
J.H.	Waller Road	6	Choctaw	Identified his tribal area
M.A.	Waller Road	5	Chippewa	Identified his tribal area through maps and charts
N.A.	Waller Road	4	Chippewa	Identified hiw tribal area through maps and charts
K.C.	Waller Road	4	Cherokee	Identified through mape and charts for tribal identity
M.W.	Waller	3	Tlingit	These three students did project: build, made, or brought item from home to share with their class. Made miniature home of different tribal area, clothing, foods, basketry canoes, pottery, and jewelry. Resource consultant, teachers, and other students observed displays
S.L.	Waller Road	3	Chippewa	
T.L.	Waller Road	3	Chippewa	

PUYALLUP PUBLIC SCHOOLS
Title IV - 1976-77
Documentation for Objective #1

CLASSROOM Data Cultural Presentation

Date	Place	Activity	# of Students Indian	# of Students Non-Indian	Grade Level
11-23-76	Karshner Museum	Northwest Indian presentations for classrooms	0	28	K-6
2-3-77	Karshner Museum		0	26	
2-4-77	Karshner Museum		0	27	
2-7-77	Karshner Museum		1	29	
2-16-77	Karshner Museum		1	29	
3-7-77	Sunrise		0	28	
3-8-77	Sunrise		0	27	
3-10-77	Sunrise		0	28	
3-17-77	Karshner Museum		1	30	
3-21-77	Karshner Museum		0	26	
4-11-77	Karshner Museum		0	24	
5-16-77	Karshner Museum		0	23	

CULTURE CLASSES

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Data Cultural Presentations

Date	Place	Activity	# of Students		Grade Level
			Indian	Non-Indian	
10-15-76	P.H.S.	Identify student, student request information from B.I.A. funding. Need to identify with tribal areas to qualify for funds	10		10-12
12-1-76	P.H.S.	Follow through for some students' identity	6		10-12
12-3-76	P.H.S.	Student study maps for tribal areas, provide addresses, for student information, planned for future culture class.	6		
3-22-77	P.H.S.	Culture class started, and plan for student--material to bring for crafts	8		10-12
3-29-77	P.H.S.	Beaded medallion, design, belt, tiny moccasin	8		10-12
4-12-77	P.H.S.	Beadwork as above, designs for woodburning	7		10-12
4-19-77	P.H.S.	Woodburning Indian designs, sew beaded medallion, belt	7		10-12
5-3-77	P.H.S.	Student finishing projects	7		10-12
5-10-77	P.H.S.	Beadwork, medallions, belts, earrings, trace designs	7		10-12
5-24-77	P.H.S.	Students finished projects, earrings, designs and wristbands. Furnished supplies for other students to finish projects	5		10-12

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Data Cultural Presentations

Date	Place	Activity	# of Students Indian	Non-Indian	Grade Level
1-5-77	Rogers	Culture and craft classes --2-hour. First meeting, cultural exchange, plan for project	5		10-12
1-12-77	Rogers	What materials to bring for students, designs	5		10-12
2-10-77	Rogers	Cultural exchange, and start projects	5		10-12
2-17-77	Rogers	Cultural exchange	5		10-12
5-4-77	Rogers	Continue with unfinished projects	7		10-12
5-11-77	Rogers	Feather work. Students sewed button blankets, ready to put design on.	7		10-12
5-18-77	Rogers		7		10-12
5-25-77	Rogers	Finished small projects like medallions, cultural exchange	7		10-12
2-9-77	Aylen	First class, plans for future classes and get acquainted	19		7-9
2-23-77	Aylen	Start project, exchange tribal areas, maps, charts, books	18		7-9
3-2-77	Aylen	Carving, beading medallions, legends	16		7-9
3-9-77	Aylen	Carving, beading, loom, medallions, chain work and designs	16		7-9
3-16-77	Aylen	Carving, beading, loom	16		7-9
3-23-77	Aylen	work, medallions, chain	14		7-9
3-30-77	Aylen	work, and designs	14		7-9
4-20-77	Aylen	Carving, beadword, loom work, and woodburning. Students knowledgeable of grandfather chief of Yakima tribe and also Pendleton blanket named after his grandfather the Eagle	14		7-9

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Data Cultural Presentations

Date	Place	Activity	# of Students Indian	Non-Indian	Grade Level
11-23-76	Ballou	Culture and caaft classes --2-hour classes; basketry, beading, loom, medallions	9		7-9
11-30-76	Ballou	Craft and culture class, basketry, beading, loom, medallions	9		7-9
12-7-76	Ballou	Craft and culture class, basketry, beading, loom, medallions	9		7-9
12-14-76	Ballou	Craft and culture class, basketry and beading	8		7-9
12-21-76	Ballou	Craft and culture class, basketry and beading	8		7-9
1-4-77	Ballou	Craft and culture class, basketry and beading	8		7-9
1-11-77	Ballou	Craft and culture class	9		7-9
1-18-77	Ballou	Craft and culture class; basketry and beading All students had their crafts viewed by the resource consultant	9		7-9
2-2-77	Edgemont	Culture and craft classes --1-hour classes; plan designs for moccasins, future classes	12		7-9
2-9-77	Edgemont	Pick out materials like beads, designs	12		7-9
2-16-77	Edgemont	Did medallions, sewed moccasins and painted	12		7-9
3-2-77	Edgemont	Painting, beadwork, cultural exchange	12		7-9
3-9-77	Edgemont	Woodburning Indian designs, beadwork, painting	10		7-9
3-16-77	Edgemont	Woodburning, painting,	10		7-9
3-23-77	Edgemont	medallions, beadwork, designs	10		7-9
3-30-77	Edgemont	Woodburning Indian designs, chains, finish painting, beadwork, earrings Student art was presented to resource consultant	10		7-9

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Data Cultural Presentations

Date	Place	Activity	# of Students Indian	Non-Indian	Grade Level
11-30-76	Kalles	First meeting, exchange culture and plan for future classes, what each student will make or do	14		7-9
12-7-76	Kalles	Start all projects, medallions and headbands	14		7-9
12-14-76	Kalles	While working, legends told, and culture ways were exchanged	14		7-9
12-21-76	Kalles	Beading and exchange of cultural traditions	12		7-9
1-4-77	Kalles	Beading and cultural exchange	12		7-9
1-11-77	Kalles	Beading and cultural exchange	12		7-9
1-18-77	Kalles	Beading and culture	12		7-9
2-9-77	Kalles	Finishing work in beading	12		7-9
2-15-77	Kalles	Finishing work in beading	12		7-9
5-9-77	Kalles	After school--headbands, trace designs, felt bird for legends	4		7-8
5-16-77	Kalles	Finished medallions, headbands	4		7-8
5-23-77	Kalles	Finished loom work, headbands, trace designs	4		7-8

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

Documentation for Objective #1

Data Cultural Presentations

Date	Place	Activity	# of Students Indian	Non-Indian	Grade Level
3-15-77	Hilltop	Intertribal presentation for students to identify with tribal areas, basketry, beaded work, tribal dress, and foods	8		1-6
3-22-77	Hilltop	Students share their culture and tribal dolls legends	7		1-6
3-14-77	Riverside	Study maps, clothing, Northwest homes, food different areas, listen to legends told by resource consultant	14		K-6
3-21-77	Riverside		14		K-6
5-27-77	Spinning	Northwest coastal presentation, home foods and basketry, inform students of Recognition Day	5		K-6
5-11-77	Waller Road	Exchange tribal identity, talk about totem poles, homes, carving	6		3-6
5-24-77	Karshner	Students observed resource consultant do Northwest presentation	4		3
5-16-77	Wildwood	Students observed Northwest coastal presentation about home, clothing, cooking foods, and basket materials	8		K-6

PUYALLUP PUBLIC SCHOOLS

Title IV - 1976-77

SPECIAL DAYS--CULTURE

Documentation for Objective #1

Date	Place	Activity	# Student Indian	# Student Non-Indian	Grade Level
2-17-77	Ballou	Indian Design workshop, patterns, drew designs	7		7-12
2-25-77	Seattle Science Center	Red Earth performance, legends	60 (total group)	15	K-12 and parents
4-30-77	Kalles	Elem.-Jr. high culture and craft workshop; bead work, puppets for legends, legend telling, trace designs, feather work for hairpieces, fans, dancing, presentation by special guest, round dance, owl dance, war dance, hoop dance	30		K-9
5-14-77	DeCoursey Park in Puyallup	Recognition Day for students, and special culture presentation by guuest or resource person for students, better self-image, be proud you are an Indian, proud of heritage and culture, childhood, steambaths, about steam huts, and how to live off mother earth, presented certificate to all students for art, music, sports, math, reading, etc.	25	8	K-12 and parents
5-12-77	Dupont	Display beadword, headbands and belts	3		7-9
5-13-77	Dupont	Basketry students made and button blankets	2		8
6-2-77	Wildwood	Recognition for Senior High graduates--Salmon Bake. Students were involved in preparing the salmon and food for the Salmon Bake	80 (total group)	10	K-12 and parents
10-29-76	Riverside	Annual Halloween Party - brings families together early in school year to get acquainted or reacquainted with the staff and services offered. It's something the whole family enjoys from young children through grandparents.	109	21	K-12 and parents
12-16-76	Aylen	Christmas Potluck Dinner - this is a celebration of Christmas by giving and sharing	103	17	K-12 and parents

APPENDIX B

Culture Presentation Evaluation Form

TITLE IV-INDIAN EDUCATION PROGRAM
EDUCATIONAL SERVICE DISTRICT NO. 111
5601 SIXTH AVENUE
TACOMA, WASHINGTON 98406

EVALUATION OF CULTURE PRESENTATION

Date of presentation_____

Location of presentation_____

Area of Indian Culture_____

Did presentation need any of the following? (Please list your suggestions)

Additional procedures guidelines_____

Additional Materials_____

EVALUATION:

Was this culture presentation adequate?

What were the weaknesses?

What were the strengths?

Please Estimate:

Excellent	Good	Average	None	Negative
( )	( )	( )	( )	( )

Number of students at presentation_____

Number of Indian students_____

_____
Teacher's Signature

APPENDIX C

Small District Cultural Activity Summary

Bethel
Fife
White River
University Place

Cultural Presentations

Sept. 16,1976 --	Puyallup Fair		
" 20,1976	Indian Artifacts display		
" 22,1976			
" 23,1976			
" 24,1976		Aprox. No. of people	8 hrs.
Nov. 24,1976	Two class presentations-S.L.M.S.		
	S.W. Indians / Mrs Hoff	No. of studs. 24	2 hrs.
Jan. 7,1977	Northwest Artifacts Tour		
	Fife Elem.	No. of studs. 343	7 hrs.
" " "	Class Presentation-Fife H.S.		
	Am. Minorities / Mr Ancheta	No. of studs. 33	1 hrs.
Jan. 10,1977	Cultural Assembly-Fife Elem.		
	Indian Club Dancers & Wood Carver		
		No. of studs. 343	1 hrs.
" " "	Northwest Artifacts Tour		
	Fife H.S.	No. of studs. 200	7 hrs.
Jan. 11,1977	Northwest Artifacts Tour		
	Milton Elem.	No. of studs. 498	7 hrs.
Jan. 12,1977	Cultural Assembly-Milton Elem.		
	Indian Club Dancers & Wood Carver		
		No. of studs. 498	1 hrs.
" " "	Northwest Artifacts Tour		
	Surprise Lake Middle School	No. of studs. 300	7 hrs.

****

Cultural Activities

Indian Club-S.L.M.S.

Membership = 20 students

Club met for 1 day a week for 1 hour.
Worked on Beading and Wood Carving. 25 hours

Cultural Activities
Beading Class-Vaughn Elem.

STUDS.— Alan Bayeur, Marcie Delancy - Class met every Friday 6 hrs.

Total No. of hours spent on Cultural Activities inculding presentations in all Disiricts. 72 hrs

****

5/13/77 Class Presentation/University Place 1 hr.
Mrs. Tobiason

5/19/77 Class Presentation/Fife Elementary 1 hr.
Mrs. Bagby

CULTURE TOTAL HOURS 43

BETHEL/SUMMER DISTRICTS

		students	school
5-16-77	Beading	25	Roy
10-76	Artifacts	45	Roy
2-25-2-28	Beading	28	Roy
3-4-3-18	Beading	26	Roy
11-23-76	Artifacts	60	McAlder
11-23-76	Artifacts	30	McAlder
10-21-76	Beading	50	Daffodil
10-14-76	Artifacts	52	Daffodil
10-7-76	Artifacts	50	Thompson
10-1-76	Artifacts	52	Thompson
5-5-77	Beading	30	CloverCreek

INDIAN ART CLUB: Met after school. Total hours: 18

Total club membership was 8 students.

FIELD TRIP: Total hours: 3

Clover Park Vocational School on April 26, 1977

4 students in attendance

Culture Clubs

During the 1976-1977 school year culture clubs were held on a weekly basis at Sumner Junior High in the Sumner school district and at White River Middle School in the White River school district. Sheets were signed by the students who were in attendance on each date the class was held. Culture clubs have become an intregal part of the curriculum in these districts. They are held from 45 minutes to an hour, after school hours, utilizing school facilities.

Summary of Reported Club Meetings

District	Date	Number of Students in Attendance
White River	March 9, 1977	3
White River	March 16, 1977	5
White River	March 30, 1977	2
White River	April 13, 1977	3
White River	April 20, 1977	5
White River	April 29, 1977	4

An analysis of attendance rosters indicate that there was a total of six individual students attending club meetings in White River.

A proposal for Culture clubs was submitted to the school district in which the club was to be held. A copy of the proposal follows:

A Proposal for a Native American Studies
Club at _____ School

Rational

In the past, the European educational system in this country has dealt with the Native American population under a policy of assimilation. Traditionally, the approach toward Indian Education in the United States has been that of a process of systematically destroying the Native American culture and supplanting it with that of the alien, though dominant, Anglo philosphy. The impetus of this approach has been the use of such common practices as the unsanctioned removal of young children from their homes in order to attend boarding schools where they were totally isolated from their families and their culture. The use of native language or the application of native values in such establishments was forbidden and infractions against these rules were severly enforced.

Later, the boarding school notion was replaced by the practice of relocating families from their reservation homes into large urban cities where they were expected to adapt to the urban setting and thus be worked into the mainstream of White society.

The consistant failure of these policies has been replaced by the push for self determination. Native Americans are standing up to be counted for their own children. New educational focus is turning to a marriage of the basic skills and cultural awareness through the teachings of Native American beliefs.

Broad Objectives

To increase Native American pride of ancestory by presenting a more valid picture of Indian culture.

To increase Native American student's self confidence by providing a comfortable atomosphere for group interaction.

To enrich the total student body's sensitivity and awareness of Native American culture through exposure to various club activities.

Specific Objectives

Children will view artifacts and films which underscore the lifestyles and value systems of the various Native American tribal groups.

Children will learn at least two beading techniques.

Children will become familiar with at least three major cultural aspects of their own tribal groups.

Culture class: Eskimo Doll Making

Instructor : Sara Pulcino, Consultant

Dates : May 26, 27, 1977

Participants : Title IV staff and parents

Mrs. Pulcino instructed the class in laying and cutting patterns for the doll clothes and the doll itself. She assisted the students in sewing and cutting methods when working with fur. Mrs. Pulcino left patterns for a complete Eskimo doll for the programs future use in Indian club activities or classroom presentations.

* *

Culture activity: White River Cultural Arts Day

Instructor : Title IV staff and parents

Dates : May 20, 1977

Participants : White River Elementary students

The Title IV staff was invited to participate in the Cultural Arts Day event. Those who attended gave beading and basketry demonstrations or provided information about various artifacts displayed.

* *

Culture activity: Very Special Arts Fair

Instructor : Title IV staff and Parents

Dates : May 12, 13, 1977

Participants : Handicapped and retarded children from special schools

The program gave beading demonstrations and provided information about various artifacts displayed. The children were inquisitive and being allowed to handle the artifacts was a learning experience for them, especially for those students who were blind or couldn't hear or speak.

Staff/Parent Inservice for All Small Districts

Culture Class: Basketry

Instructure : Winona Jamison, CETA employee for Title IV

Date started : March 14, 1977

Participants : Theresa Achenbach, Kathy Sims, Freda Irvin, Myrna Godwin, Rachel Loyd, and Celia Thomas.

The class participants learned how to make coil baskets using cattail and raffia. They met every Monday for three hours or more depending on how long they wished to work on their project.

Activity : Year end picnic honoring parent committee and graduating seniors.

Provided by : Title IV program

Date : June 2, 1977

Participants: Title IV staff, parents, and Indian students from each of the participating districts in the program.

The picnic was a success in that the turnout was high in spite of the weather. Parents received a scroll with a poem acknowledging their participation in the program this year and the seniors received bead chokers to congratulate their completion of high school.

APPENDIX D

Clover Park Cultural Activity Summary

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

CULTURAL

Date	Activity	Number of Students Indian/Non Indian		Grade Level
Sept. 17-26	Cultural Presentations Puyallup Fair	10		K-12
Oct. 22	Student Meeting C.P.H.S.	30		10-12
Oct 22	Hudtloff Jr. High Class Presentation	6	20	7-9
Oct. 23	Pow Wow Northern Plains	4		10-12
Oct. 26	Class Presentation Hudtloff Jr. High	6	20	7-9
Oct. 27	Lakes High Student Meeting	13		10-12
Nov. 12	Class Presentation Southgate Elementary	16	40	K-6
Nov. 17	Student Exchange Yakima Indian Students	23		
Nov. 18	Billy Mills Presentation Tacoma Public Schools	5		
Nov. 22	Class Presentation Hudtloff Jr, High Debbie Shaver	6	20	
Nov. 23	Class Presentation Southgate	16	40	K-6
Nov. 23	Culture Presentation Hillside Elementary	5	60	K-6
Nov. 24	Culture Presentation Beachwood Elementary			

5214 Steilacoom Boulevard SW
Lakewood Center, Washington 98499

CULTURAL

DATE	ACTIVITY	GRADE	INDIAN	NON-INDIAN	ADDITIONAL COMMENTS
12/2	Classroom presentation, Beachwood Elementary	K		40	
12/2	Classroom presentation, Hudtloff Jr. High--Phil George, Consultant	9	11	25	
12/21	Play, Red Earth Performing Arts Co.	K-12	25		
1/11	Indian Student Meeting, Lochburn Jr. High	7-9	14		
1/26	Play, Red Earth Performing Arts Co. A-I	9-12	6		
1/11	Art Presentation, Clover Park HS	10-12	28		
1/21	Classroom Presentation, Hudtloff Jr. High (2 classes)	8	4	24	
1/25	Culture Class, Lochburn Jr. High	8-9	7		
2/4	Indian Art Mural, Clover Park HS	10-12	10		
2/5	Indian Pow Wow, Lister	K-12	3		
2/8	Clover Park HS, Mural Cultural Art Project	10-12	10		
2/11	Classroom Presentation, Mary Kegge	K-12	3		

5214 Steilacoom Boulevard SW
Lakewood Center, Washington 98499

CULTURAL

DATE	ACTIVITY	GRADE	INDIAN	NON-INDIAN	ADDITIONAL COMMENTS
2/22	Craft Class, Lochburn Jr. High	8-9	9		
2/24	Class Presentation, Hudtloff Jr. High	8-9	6	21	
2/24	Craft Class, Lochburn Jr. High	8-9	6		
3/1	Craft Class, Lochburn Jr. High	8-9	5		
3/3	Craft Class, Lochburn Jr. High	8-9	8		
3/5	Community Pow Wow, Lister	K-12	4		
3/22	Class Presentation, Mary Kegge, Hudtloff	9	7	15	
3/22	Culture Class, Lochburn	8-9	9		
3/24	Culture Class, Lochburn	8-9	5		
3/29	Culture Class, Lochburn	8-9	5		
3/31	Culture Class, Lochburn	8-9	5		
4/28	Class Presentation, Hudtloff Jr. High--Bert Peters	9	3	23	
5/10	Lecture Series, Mann Jr. High--Phil George	7-9	4		

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard SW
Lakewood Center, Washington 98499

CULTURAL

DATE	ACTIVITY	GRADE	INDIAN	NON-INDIAN	ADDITIONAL COMMENTS
5/15	Canadian Student Exchange	7-12	25		
5/16	Field Trip, United Indians Day Break Star Center Pow Wow	7-12	25		
5/20	Field Trip, Makah Tribal Center Reservation	7-12	30		
5/21	Field Trip, Ozette Archeological Digs	7-12	30		

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

TEACHER INSERVICE

10/14	Teacher Awareness Parkway Elementary	2 Teachers 1 hour
10/27	Counselor Introductions to Title IV	6 Counselors 1-1/2 hours
11/9	Teacher Awareness Hillside Elementary	3 Teachers 1 hour

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

Teacher Inservice

		Time
1/24/77	Explanation of Title IV Alternative High School 5 teachers	1 hour
1/18/77	Explanation of Title IV Teacher Planning	1 hour
1/25/77	Curriculum Development Workshop, Tacoma Public Schools 1 teacher	8 hours
4/12-13	Very Special Arts and Crafts Fair Explanation Title IV	6 hours

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

Staff Inservice

1/13/77	Staff Inservice	Ethnic/Multi Culture Presentation Lake Washington School District
2/12/77	Staff Inservice	N.W. Affiliated Tribes South Center
2/23/77	Staff Inservice	Needs Seminar Auburn School District
3/25/77	Staff Inservice	McRae's Indian Museum Private Collection of LeLooska
3/28/77	Staff Inservice	Meeting - Director Muckleshoot Tribe Education Program
4/20/77	Staff Inservice	Puget Sound Native American Consortium Meeting Marysville WA - Indian Curriculum
4/25-27	Staff Inservice	Indian Curriculum Development Workshop Tacoma Public Schools

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

STAFF INSERVICE

Sept. 15	- OIE United Indians Title IV Workshop Spokane WA	1 Staff
Sept. 27-30	- National Indian Educational Conference Albuquerque N.M. Curriculum, Proposal Writing Workshops	2 Staff
Oct. 11	- United Indians Grant Proposal Writing Everett WA	2 Staff
Oct 13	- Visit Emmett Oliver State Office Indian Education	2 Staff
Nov. 3	- Career Educational Workshop Educational Service District 121	2 Staff
Nov. 10	- United Indians P.S.N.A.C. Meeting Fort Lawton, Seattle	2 Staff

CLOVER PARK SCHOOL DISTRICT NO. 400
5214 Steilacoom Boulevard S.W.
Lakewood Center, Washington 98499

Parent Involvement

October 27	Title IV Parent Committee Meeting
November 18	Parent Committee Meeting
December 15	Parent Committee Meeting
January 13	Parent Committee Meeting
February 10	Parent Committee Meeting
March 5, 1978	Rights Responsibility Workshop - Coalition Indian Controlled School Boards
April 14	Parent Committee Meeting
May 26	Parent Committee Meeting
June 18	Parent Committee Meeting

Puget Sound Native American Consortium Meetings

Other Activities

February 9	Highline School District
April 2	Student/Parent Field Trip--Shrine Circus
April 20	Clover Park Levy Committee
April 22	Clover Park Affirmative Action Council
May 14-15	Canadian Student Exchange
May 20-21	Field Trip--Ozette Digs--Neah Bay WA
May 27	Indian Student Activities Day Federal Way School District

APPENDIX E

Franklin Pierce Cultural Activity Summary

Franklin Pierce School District

Indian Education

Cultural Presentation - Interim Indian Culture Class

Ford Junior High,5/23/77-6/9/77

The written pretest and posttest are designed to evaluate the historical aspect of the class. The students took field trips to museums and other historical sites in the area and viewed films and slides of Indian hisrory and art.

The art portion of the class served as additional learning experience as well as practical application of the knowledge gained. Students studied symbolism and art of various Indian tribes, and designed and completed art projects as a culmination of the learning.

Northwest Indian Cultures Interim Test Results

	Pre	Post
Mean	4.5	12.9
S.D.	3.4	3.3

F=1.04 (significant beyond .001 level)

Possible correct = 23
N = 32

Franklin Pierce School District
Indian Education
Cultural Presentations

DATE	ACTIVITY	NUMBER OF STUDENTS INDIAN	NON-INDIAN	GRADE LEVEL
12/20/76-1/7/77	Mural Painting	35	5	7,8,9 10,11,12
1/24/77	Alaska Presentation	25	0	7,8,9
5/9/77-5/26/77	Mural Painting	27	10	1-6
5/23/77-6/10/77	Interim class-Indian history, art, field trips	20	20	7,8,9

APPENDIX F

1st Quarter Monitoring Reports

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Puyallup School District 3 Date: November 19, 1976

Monitor: Celia F. Thomas Monitoring Period: 1st

1. What services are being provided to Native American children in the district?

   1. Tutoring for students grades 7-12.
   2. Cultural heritage identification and awareness through individual and group projects related to specific tribes.
   3. Career conferences.
   4. Visitations to institutions of higher education, vocational/technical schools, or job placement centers.
   5. Home visitations and parent contact over tutoring, referral for health needs, educational needs, and open communication with parents.

2. Has the district encountered any difficulty in delivering services?

   No - tutoring.
   No difficulty.

3. To what degree has the district program made progress toward the achievement of its objectives?

   Limited funding makes it possible to hire a half-time tutor only. Tutor has or is assisting 23 students. We are working toward our other specific goals and objectives in the cultural heritage and career areas.

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes.

5. Is the district conducting activities which are particulary innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   Services being provided are very helpful for Indian students, but are not innovative.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   No.

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Sumner Date: November 19, 1976

Monitor: Celia F. Thomas Monitoring Period: 1st

1. What services are being provided to Native American children in the district?

   Court Liasion - Culture - Tutoring - Career/Vocational

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its objectives?

   100%

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   No

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   None

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Clover Park Date: November 29, 1976

Monitor: Monitoring Period: 1st

1. What services are being provided to Native American children in the district?

   1. Indian culture presentations
   2. Distribution of Higher Education and Career information
   3. Social and Health referral information

2. Has the district encountered any difficulty in delivering services?

   No difficulty so far as to requested serices. The slow return of census forms has required a great deal of time.

3. To what degree has the district program made progress toward the achievement of its objectives?

   Timeline developed with projects planned. There has been activities in each of the objectives.

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes. Records of attendance lists. Comments and evaluation forms for participants.

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   Yes, we believe so. For example, our career awareness component is developing very well working with school staff, students and Indian Education staff.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   Communication was a little slow but there has been a major improvement.

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: University Place Date: December 3, 1976

Monitor: Kenneth S. Lobeda Monitoring Period: (1st) 2nd 3rd

- -

1. What services are being provided to Native American children in the district ?

   Consultant speakers on the North West Indian.

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

   Minimal progress

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Services are directed toward groups rather than individuals.

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   Not really.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Bethel Date: 11/30

Monitor: _____ Monitoring Period: 1st 2nd 3rd

- -

1. What services are being provided to Native American children in the district ?

   Tutorial guidance, Indian culture

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

   100%

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   No

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   No

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   monthly reports

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Franklin-Pierce Date: December 7, 1976

Monitor: James Hill Monitoring Period: (1st) 2nd 3rd

- -

1. What services are being provided to Native American children in the district?

   a. Certified teachers provide individual instruction ofr Native American children who are failing English, reading, or math.
   b. Special Indian culture programs are planned for interims in all secondary schools.
   c. Providing for additional cultural experiences is in the early formative stages.

2. Has the district encountered any difficulty in delivering services?

   None

3. To what degree has the district program made progress toward the achievement of its' objectives?

   a. Indian cultural classes are designed and approved for interims at Washington High School and Keithley Jr. High.
   b. All Indian students have been identified and are being screened for special needs.

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Pretest data obtained, CTBS-Form S, Spring 1976. In progress is standard system for obtaining and/or recording: basic skill course , attendance, instructional groups in which Indians receive basic skill instruction, use of Indian cultural material, attendance at cultural activities.

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   More time is needed to evaluate our program.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   No additional services are needed at this time.

APPENDIX G

Completed Second Quarter Monitoring Reports

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Fife School District #417 Date: February 1, 1977

Monitor: Peggy O'Connor Monitoring Period: 1st (2nd) 3rd

- -

1. What services are being provided to Native American children in the district ?
   1. Tutoring K-8 students in math, soc. studies & spelling
   2. Court liason
   3. Career guidance 9-12
   4. Indian club grades 6-12 - cultural activities
   5. Social/health referrals
   6. Home visitations
2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

Tutoring Objective - based on verbal referrals, tutoring is being provided in the area of math.

Cultural Awareness - based on informal contacts, cultural awareness activities are being provided as requested and evaluated by staff.

Career Counseling - career counseling is provided to students upon request and one Fife staff member attended career education workshop.

Court Liason - this service being provided by our Indian Counselor with ESD coordination.

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Data is being collected and maintained by the Indian Counselor.

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use at other schools?

   All activities provided are common to other schools.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   It would be helpful if local curriculum people were made aware of Title IV program objectives and evaluation needs by the beginning of each school year, so that data could be collected in conjunction with other district test data.

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Puyallup Date: April 27, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

- -

1. What services are being provided to Native American children in the district?

   Culture/Tutoring/Career

2. Has the district encountered any difficulty in delivering services?

   More kids for tutoring than people available to work.

3. To what degree has the district program made progress toward the achievement of its' objectives?

   100%

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   Parent Chairman meeting with other Title IV parents. Culture workshop for elementary kids. Recognition Day for all kids in the program. Taking kids to professional Indian Culture Activities such as Red Earth in Seattle.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   Include Puyallup in notice of coming events of interest to both Indian kids and parents.

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: White River Date: April 28, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

- - - -

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Bethel Date: April 25, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

---

1. What services are being provided to Native American children in the district?

   Tutoring - Culture, Home visitor--
   Career/Vocational, Court Liaison

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

   Wait for test results

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   ESD 121 keeps all records.

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   Individual student reinforcement

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   No

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Sumner Date: April 25, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

---

1. What services are being provided to Native American children in the district?

   Tutoring--Culture-Career/Vocational

   Court Liaison

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

   Wait for test results.

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   ESD 121

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   No

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   None

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Univeristy Place Date: April 25, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

---

1. What services are being provided to Native American children in the district?

   Counselor - Career/Vocational-Culture-Court Liaison

2. Has the district encountered any difficulty in delivering services?

   No

3. To what degree has the district program made progress toward the achievement of its' objectives?

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   Specialist finding tutors for students within district.

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   We have been pleased with the services of our counselor Wally Irvine.

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Clover Park Date: May 5, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

---

1. What services are being provided to Native American children in the district?

   Career Awareness/Culture Activities/Liaison Court

2. Has the district encountered any difficulty in delivering services?

   Yes. Difficulty in staff (principals) understanding about program and using services of staff. More inservice needed.

3. To what degree has the district program made progress toward the achievement of its' objectives?

   Satisfactory pace

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   Very Special Art Fair on May 12-13, 1977

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   No

TITLE IV INDIAN EDUCATION PROGRAM

DISTRICT MONITORING REPORT

District: Franklin-Pierce Date: April 29, 1977

Monitor: Celia Thomas Monitoring Period: 1st (2nd) 3rd

- -

1. What services are being provided to Native American children in the district?

   Tutoring/Culture/Counseling/Social Service

2. Has the district encountered any difficulty in delivering services?

   None

3. To what degree has the district program made progress toward the achievement of its' objectives?

   100%

4. Are data being collected and maintained by the district regarding program activities and student outcomes?

   Yes

5. Is the district conducting activities which are particularly innovative, or appear to be successful, to a degree which might warrant their use in other schools?

   Interim Classes

6. Are there additional services which the Educational Service District No. 111 could provide to assist the district program's operation?

   Help with parent meetings and parent attendance

APPENDIX H

PAC Involvement Activities Sponsored Through Executive Committee

PAC Involvement Activities Sponsored Through Executive Committee

March-June	Weekly basket-making class with an average 7 parents from Sumner and Bethel.
May	Two-day workshop on Eskimo fur crafts with 13 parents/students/staff from Bethel, Sumner and Clover Park.
May	A parent committee and graduating service field trip and picnic was sponsored by the Program involving people from Sumner, Bethel, Fife, White River. (About 10 parents attended.)
January-May	Four parents from Sumner and Bethel have assisted project staff in cultural presentations at a number of school districts.
March-May	About 20 parents from University Place, Fife, Sumner, Peninsula, White River, Enumclaw, Bethel, and Franklin-Pierce were involved in the definition of the special educational needs of Indian children. They attended four of the regional meetings sponsored by United Indians of All Tribes and conducted their own local needs assessment. Their findings are attached.
May 12-13	A display and presentation was made by parents, staff and students from Sumner, Bethel, and Fife at The Very Special Art Fair, sponsored by ESD 121 for special education students in the State.
June 13, 14, 15	A staff/parent/teacher workshop is scheduled at the ESD for all Program districts to design Indian curriculum for use in the classroom. The workshop is being conducted by Linda Skinner, a curriculum specialist from Oklahoma.

The seminar held on April 21, 1977 revealed the following aspects as important to the special educational needs of Indian children. Among those who attended were parents, teachers, and students of Pierce County as well as the Title IV staff of Educational Service District No. 121.

1) Tutoring was felt to be the number one need. In the past, tutoring has proven to be a valuable aid in keeping Indian students in school and definitely encouraged graduation. It was also shown that with grade improvement, self-improvement, self-esteem improved.

2) Self-esteem was also a listed need, because with a positive self-image, Indian students tried harder to achieve goals they set for themselves. Seeing successful Indian people in businesses, schools, and various professions enhanced self-esteem in students as they could see tangible proof of successful tribespeople.

3) Learning treaty rights was deemed important for all people because of the guarantee to education. Native Americans should know they have a right to educational services as was guaranteed by their treaties in exchange for tribal holdings such as land and water.

4) Model roles and self-determination was an expressed need because when Indian students can see a successful Indian adult in thier field of interest, they know that achievement is possible in spite of various obstacles. Self-determination is valuable, in that Indian people can and do handle their own programs as well as non-Indians do, this was the intial goal of Title IV as listed in the Indian EducationaAct of 1972.

5) Patent/teacher education was a need detailed in a 1976 Task Force Hearing. When Parents & teachers are aware of the different Tribal customs and educational programs available for Indian students, they can teach in school and inform at home, which benefits the Indian child.

6) More funding and lenghthier programs are needed, as experience in the existing programs has shown that significant success would be a attained if these programs were longer running than three or four years. Students who are relying on a programs assistance will be disappointed when these programs are phased out in their time of need.

7) Court Liaison/legal representation is a need for those Indian students who need help in the juvenile system, but don't have enough representation because of the overload on probation officers or the lack of understanding in their situations. If funding were available for Liaison workers, students who need legal counseling would beeseen sooner and their experience in Remann Hall would be minimized.

8) Updating textbooks and library information to replace the too brief Indian history which only expresses the view of Indians being filthy savages. The updates would not only cover the ar arts and culture of Indian people but would also instill self-pride in students for their heritage.

THE PHILOSOPHIES

1) Supplant v.s. supplement

2) Culture and education

3) Establishing identities through culture and heritage education.

These philosophies were established as necessary for the coordinating better education programs for Indian students. The parents who attended the April 21, 1977 seminar were in agreement with both the needs assessment and the philosophies.